



Chesnee Elementary School

985 Fairfield Road
Chesnee, SC 29323

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 539 Students | |
| Principal | Deana S. Watson | 864-461-7322 |
| Superintendent | Dr. Scott J. Mercer | 864-578-0128 |
| Board Chair | Joyce M. Wright | 864-706-7973 |

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|----------------|
| 2012 | Good | Average |
| 2011 | Good | Average |
| 2010 | Good | Good |
| 2009 | Average | Average |
| 2008 | Average | At-Risk |

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

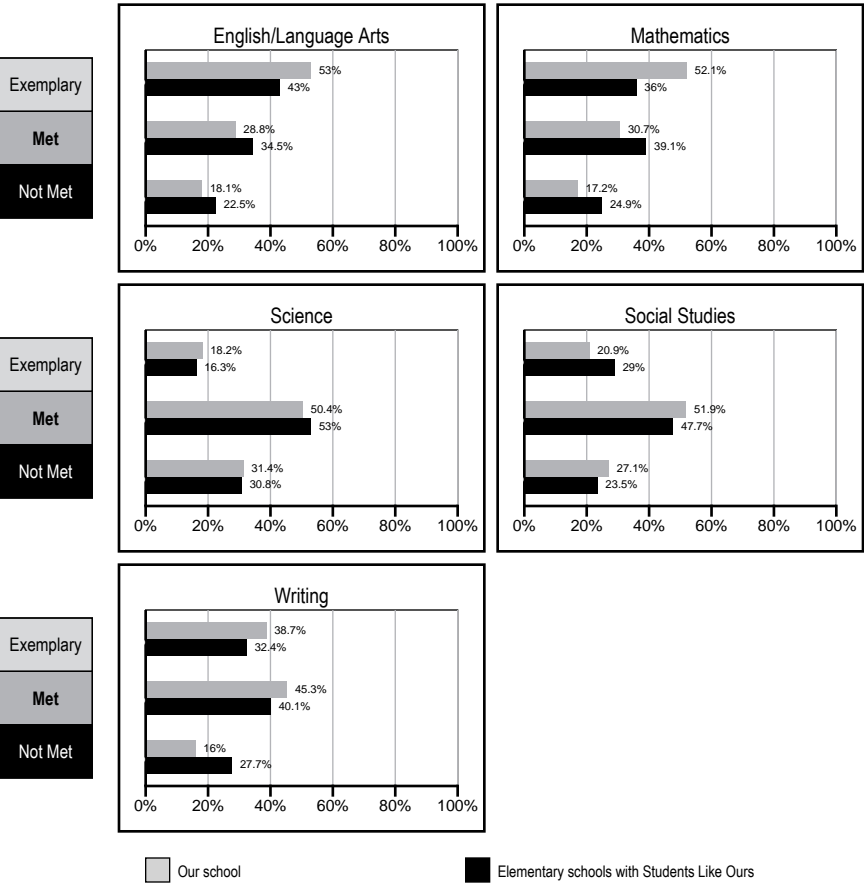
Percent of students tested in 2011-12 whose 2010-11 test scores were located 98.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| | | | | |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 21 | 44 | 57 | 3 | 0 |

* Ratings are calculated with data available by 11/07/2012.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

| | |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met | "Met" means the student met the grade level standard. |
| Not Met | "Not Met" means that the student did not meet the grade level standard. |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n=539) | | | | |
| First graders who attended full-day kindergarten | 100.0% | Up from 93.5% | 100.0% | 100.0% |
| Retention rate | 1.0% | Down from 1.2% | 1.2% | 1.0% |
| Attendance rate | 96.5% | Up from 95.6% | 96.4% | 96.6% |
| Served by gifted and talented program | N/AV | N/AV | N/AV | N/AV |
| With disabilities other than speech | N/AV | N/AV | N/AV | N/AV |
| Older than usual for grade | N/AV | N/AV | N/AV | N/AV |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=34) | | | | |
| Teachers with advanced degrees | 64.7% | Down from 69.7% | 61.8% | 63.0% |
| Continuing contract teachers | N/AV | N/AV | N/AV | N/AV |
| Teachers returning from previous year | 89.6% | Down from 90.4% | 89.6% | 88.7% |
| Teacher attendance rate | 95.3% | Up from 95.2% | 95.2% | 95.1% |
| Average teacher salary* | \$45,497 | Down 0.6% | \$47,400 | \$47,210 |
| Professional development days/teacher | 6.2 days | Down from 7.5 days | 10.9 days | 10.5 days |
| School | | | | |
| Principal's years at school | 1.0 | Down from 7.0 | 5.0 | 4.0 |
| Student-teacher ratio in core subjects | 18.9 to 1 | Up from 18.2 to 1 | 19.9 to 1 | 20.0 to 1 |
| Prime instructional time | 91.1% | Up from 89.4% | 90.3% | 90.5% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | Up from 99.7% | 100.0% | 100.0% |
| Character development program | Good | No Change | Excellent | Excellent |
| Dollars spent per pupil** | \$7,331 | Down 6.1% | \$7,085 | \$7,247 |
| Percent of expenditures for instruction** | 61.5% | Down from 62.6% | 67.8% | 68.2% |
| Percent of expenditures for teacher salaries** | 58.5% | Down from 59.2% | 66.1% | 65.7% |

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Chesnee Elementary School, where students “Learn Like a Champion”, has enthusiastically completed another successful year. Being a Title I school, our faculty, staff, and administrators focus to provide a positive, engaging, and nurturing environment to assist in building a strong foundation for our children. In order to help students with academic and social needs, the faculty uses a variety of strategies to promote growth and development. To enhance the fine arts program, students participated in our eighth annual drama production as well as our annual CES Art Show. We have a partnership with the Spartanburg County Arts Foundation to help provide numerous cultural activities for the students through the MUSE Machine Grant. The school has a partnership with the Boys and Girls Club of Spartanburg to operate a year-round program for students. Children are involved in the research-based 100 Book Challenge Program and Reading is Fundamental continues to provide students with quality children’s books. Our reading accomplishments with these programs have helped better prepare our students to be life-long readers. Over the past six years, the students and teachers have worked with two instructional coaches to broaden our use of effective techniques in the classrooms and increase student achievement. Our technology continues to expand to prepare our students for the workplace. The school staff, PTO, and volunteers worked together to promote parental involvement. Six PTO programs, enhanced by student performances, were conducted throughout the year. Participation in the three family nights, designed to help parents understand how to academically assist their children, exceeded school attendance projections. The increase in parent participation is one contributing factor that has enhanced student performance. The teachers and staff continue to participate in professional development training to improve their teaching skills and strategies. Our teachers eagerly participate in workshops and share with others regarding current trends in education. The teachers recognize the importance of professional growth in helping them improve student performance. As determined by our Title I surveys, parents are excited about the various aspects of the school’s educational programs. Chesnee Elementary continues to serve the community as a Palmetto Silver Award recipient, a Red Carpet School, and as being recognized by the EOC once again for Closing the Gap with our Title I students and meeting Annual Yearly Progress (AYP).

Amy Thompson, SIC Chairperson

Deana S. Watson, Principal

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 36 | 68 | 56 |
| Percent satisfied with learning environment | 100.0% | 89.7% | 88.7% |
| Percent satisfied with social and physical environment | 100.0% | 89.7% | 88.9% |
| Percent satisfied with school-home relations | 100.0% | 94.1% | 85.7% |

* Only students at the highest elementary school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

| | |
|-------------------------------|------|
| Overall Weighted Points Total | 84.2 |
| Overall Grade Conversion | B |

| Index Score | Grade | Description |
|--------------|-------|---|
| 90-100 | A | Performance substantially exceeds the state's expectations. |
| 80-89.9 | B | Performance exceeds the state's expectations. |
| 70-79.9 | C | Performance meets the state's expectations. |
| 60-69.9 | D | Performance does not meet the state's expectations. |
| Less than 60 | F | Performance is substantially below the state's expectations |

Accountability Indicator for Title I Schools

Chesnee Elementary School school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☒ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | 2.5% | 2.6% |
| Classes in high poverty schools not taught by highly qualified teachers | N/A | 5.1% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 1.8% | 0.0% | No |
| Student attendance rate | 96.5% | 94.0%* | Yes |

* Or greater than last year

Performance By Group

| Subgroups | ELA Mean | Math Mean | Science Mean | Social Studies Mean | ELA % Tested | Math % Tested |
|-----------------------------------|----------|-----------|--------------|---------------------|--------------|---------------|
| Grades 3-5 | | | | | | |
| All Students | 674.1 | 669.9 | 623.2 | 626.5 | 100.0 | 100.0 |
| Male | 672.3 | 673.4 | 627.6 | 632.6 | 100.0 | 100.0 |
| Female | 676.3 | 665.7 | 617.2 | 619.9 | 100.0 | 100.0 |
| White | 678.3 | 673.4 | 626.3 | 631.8 | 100.0 | 100.0 |
| African American | N/A | N/A | N/A | N/A | 100.0 | 100.0 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A |
| Disabled | 608.7 | 612.0 | 571.0 | 605.2 | 100.0 | 100.0 |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A |
| Subsidized meals | 660.6 | 662.4 | 616.1 | 616.3 | 100.0 | 100.0 |
| Annual Measurable Objective (AMO) | 630.0 | 630.0 | 630.0 | 630.0 | 95.0 | 95.0 |

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PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| English/Language Arts | | | | | | | |
| 2011 | 3 | 64 | 100 | 17.2 | 22.4 | 60.3 | 82.8 |
| | 4 | 90 | 100 | 18.2 | 33.8 | 48.1 | 81.8 |
| | 5 | 76 | 100 | 15.1 | 43.8 | 41.1 | 84.9 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2012 | 3 | 100 | 100 | 19.8 | 18.7 | 61.5 | 80.2 |
| | 4 | 57 | 100 | 17.6 | 35.3 | 47.1 | 82.4 |
| | 5 | 77 | 100 | 16.4 | 37 | 46.6 | 83.6 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | |
| 2011 | 3 | 64 | 100 | 20.7 | 24.1 | 55.2 | 79.3 |
| | 4 | 90 | 100 | 15.6 | 36.4 | 48.1 | 84.4 |
| | 5 | 76 | 100 | 17.8 | 42.5 | 39.7 | 82.2 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2012 | 3 | 100 | 100 | 24.2 | 24.2 | 51.6 | 75.8 |
| | 4 | 57 | 100 | 15.7 | 25.5 | 58.8 | 84.3 |
| | 5 | 77 | 100 | 9.6 | 42.5 | 47.9 | 90.4 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Science | | | | | | | |
| 2011 | 3 | 30 | 96.7 | 44 | 16 | 40 | 56 |
| | 4 | 90 | 100 | 16.9 | 70.1 | 13 | 83.1 |
| | 5 | 37 | 100 | 41.7 | 50 | 8.3 | 58.3 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2012 | 3 | 53 | 100 | 41.7 | 35.4 | 22.9 | 58.3 |
| | 4 | 57 | 100 | 27.5 | 70.6 | 2 | 72.5 |
| | 5 | 39 | 100 | 23.7 | 42.1 | 34.2 | 76.3 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |

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PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|----------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| Social Studies | | | | | | | |
| 2011 | 3 | 34 | 97.1 | 38.7 | 29 | 32.3 | 61.3 |
| | 4 | 90 | 100 | 18.2 | 59.7 | 22.1 | 81.8 |
| | 5 | 39 | 100 | 37.8 | 48.6 | 13.5 | 62.2 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2012 | 3 | 47 | 100 | 34.9 | 37.2 | 27.9 | 65.1 |
| | 4 | 57 | 100 | 23.5 | 62.7 | 13.7 | 76.5 |
| | 5 | 38 | 100 | 22.9 | 54.3 | 22.9 | 77.1 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Writing | | | | | | | |
| 2011 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | 76 | 100 | 12.3 | 39.7 | 47.9 | 87.7 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2012 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | 79 | 100 | 16 | 45.3 | 38.7 | 84 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |

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